


Implementing RtI: Finding Your Best Fit ↗

Part 3: Making the Wheels Turn

Joanne Allain
joanne.allain@3tliteracygroup.org



www.3tliteracygroup.com

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Response to Intervention

- Provide a research-based Tier 1 (grade level with differentiation) curriculum that has the highest probability of success with most students.
- Provide additional time, intensity and targeted intervention for students requiring Tier 2 (strategic) instruction .
- Provide additional time, intensity and comprehensive intervention for students in need of Tier 3 (intensive) instruction.

NASDSE, 2007

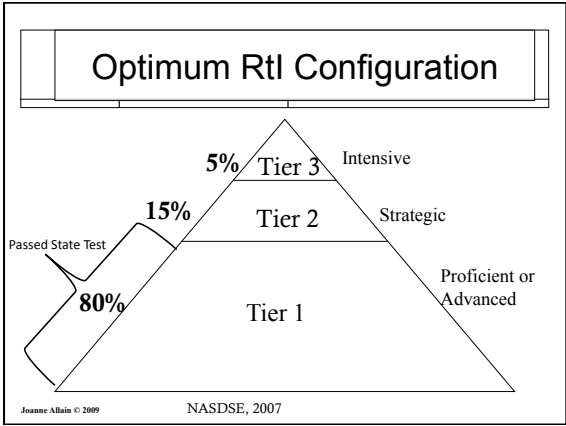
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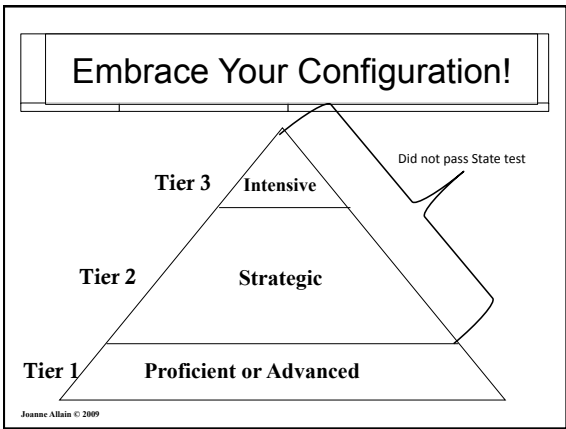
Embrace Your RtI Configuration! ↗

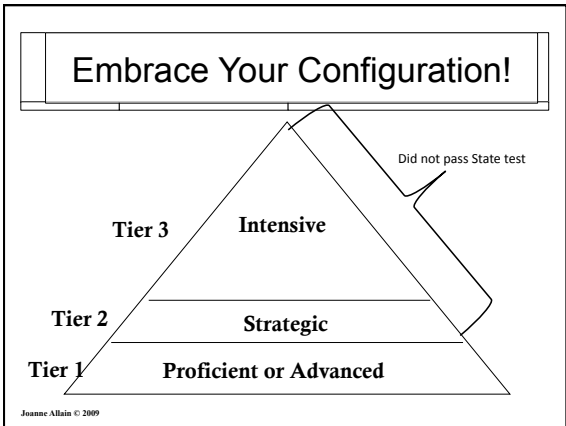


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How Much Time?



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Time Allotments for Tiered Instruction

➤ Research recommends 30 to 45 minutes for tier 2 instruction, 60 minutes for K-2 in need of tier 3 instruction, and 90 minutes for grades 3-12 in need of tier 3 instruction.

➤ Additional minutes for intervention are in addition to or in place of Tier 1 instruction.

➤ Consider actual instructional minutes not just class time.

➤ The further behind, the more time and intensity that is needed

➤ Middle and High School can fit tier 2 and 3 instruction into existing class periods.

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Duration of Intervention

➤ Two service strategies are discussed in RtI literature. O'Connor (2007) suggests that Tier 2 intervention can be managed in two ways, either by duration in which the intervention lasts 10 to 15 weeks, or by student progress during the intervention.

Second grade study: Tier 2

➤ Vaughn (2003) found that 31% of students caught up to average reading levels within 10 weeks, 53% caught up in 20 weeks and 76% of students achieved average reading levels in 30 weeks.

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Duration Decisions: Tiers 2 and 3

- Should students participate in Tier 2 instruction for a standard duration of time (quarter, trimester, semester) before moving them to more or less intervention.
- Should students be moved as soon as the teacher decides that data shows the student is ready?
- Will social/emotional factors play a part in the decision or is the standard duration be absolute.
- All duration decisions should be mitigated by data if a student is ready to exit or needs referral before the standard duration is over.
- Under what circumstances will students be allowed to repeat interventions?

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Activity: Intervention Time

- Team Discussions
 - Identify the amount of time that is currently employed for Tier 1 instruction. Is it enough?
 - Discuss the amount of time per day students will receive intervention for Tier 2 and Tier 3.
 - Discuss the duration of the intervention during the school year for Tier 2 and 3.
 - All duration decisions are dependent on data. ("Unless otherwise indicated by data")

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Articulating Procedures ➤

- Procedures provide step by step directions.
- Procedures serve to answer frequently asked questions.
- Procedures should be clear enough for a brand new teacher to read and understand.



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Making the Wheels Turn

- Placement procedure
- Confirmation of placement
- Exit procedure
- Referral procedure
- New student procedure



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Elements of Procedure

- Develop a procedure for each task, even though they may seem to be identical.
- Procedure explains what should be done, who should do it and who is ultimately responsible.
- Answer: Who, what, when, where, how, why for each task.
- Procedure articulates your problem solving process.
- Have a plan B if plan A is undoable.

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Placement Procedure

- Base the procedure on the placement criteria developed during day one.
- Answer the questions:
 - What is the criteria for each tier including factors other than assessments?
 - Which students will be tested?
 - What screening instrument will be used?
 - When will the assessment take place? (end of year, beginning of year)
 - Who will administer the assessments?
 - Who will analyze the assessments?
 - Who will make the final placement decision and place the students?

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<h2 style="text-align: center;">Confirmation of Placement</h2> <p>After initial placement, a teacher believes that a student is misplaced. What does the teacher do next?</p> <ul style="list-style-type: none"> ➤ What data should be collected? ➤ Will grades, IEP and social/emotional factors be included? ➤ Who should collect the data? ➤ Who will evaluate the data? ➤ Is it an academic issue or a behavior issue? ➤ Who makes the final decision about student placement? <p><small>Joanne Allain © 2009</small> <small>Joanne Allain © 2008</small></p>
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<h2 style="text-align: center;">Exit Procedure</h2> <p>A teacher believes that a student is ready to exit Tier 3 intervention and move to Tier 2 or exit Tier 2 intervention and move to Tier 1 instruction only.</p> <ul style="list-style-type: none"> ➤ Do you have set dates (quarter, trimester) for movement of students? ➤ What data will be collected for Tier 2 or Tier 3? ➤ Who will collect the data? ➤ Who will evaluate the data? ➤ Who will make the final decision about student placement? <p><small>Joanne Allain © 2009</small> <small>Joanne Allain © 2008</small></p>

<h2 style="text-align: center;">Referral Procedure</h2> <p>A teacher believes that a student in Tier 1 needs Tier 2 instruction or a student in Tier 2 needs Tier 1 instruction.</p> <ul style="list-style-type: none"> ➤ Do you have set dates (quarter, trimester) for movement of students? ➤ What data will be collected for Tier 2 or Tier 3? ➤ Who will collect the data? ➤ Who will evaluate the data? ➤ Who will make the final decision about student placement? <p><small>Joanne Allain © 2009</small> <small>Joanne Allain © 2008</small></p>
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New Student Procedure

A new student appears on your doorstep after the school year has begun and students have been placed.

- Articulate the procedure for students with records and without records.
- What assessments will be administered?
- Who will administer the assessments?
- When will the assessment be administered?
- Who will analyze the assessments?
- Who will decide the final placement of the student?


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Activity: Articulating Procedures


- Work with your team to develop and articulate the following procedures:
 - Placement
 - Confirmation of Placement
 - Exit
 - Referral
 - New student (with and without records)
- Anticipate questions or areas of confusion that might cause problems in interpretation. Be crystal clear in your explanation.


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Accountability Systems











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Mutual Accountability

- “Successful change projects always include elements of both pressure and support. Pressure without support leads to resistance and alienation; support without pressure leads to drift or waste of resources.”



Fullan, 2001

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Mutual Accountability

“Accountability must be a reciprocal process. For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet the expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance. This is the principle of “accountability for capacity...”

Elmore, 2002

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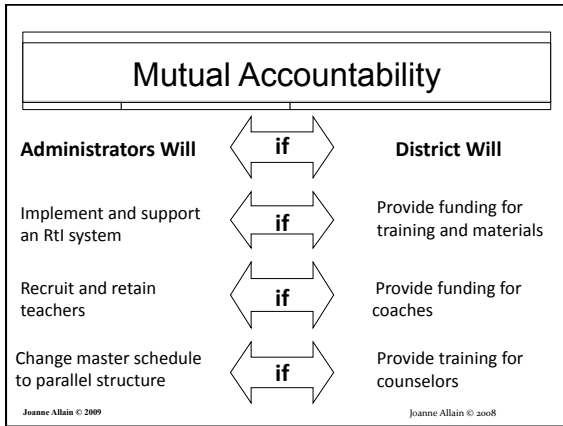
Mutual Accountability

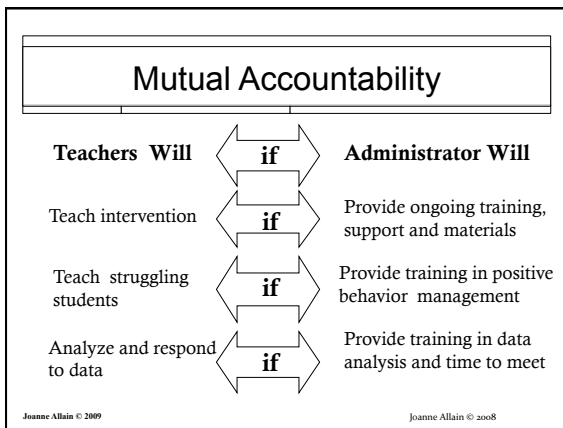
- Be honest about what you need and don't know.
- Articulation of expectations and needs
- Create vertical agreements through which everyone is accountable for their roles and responsibilities.

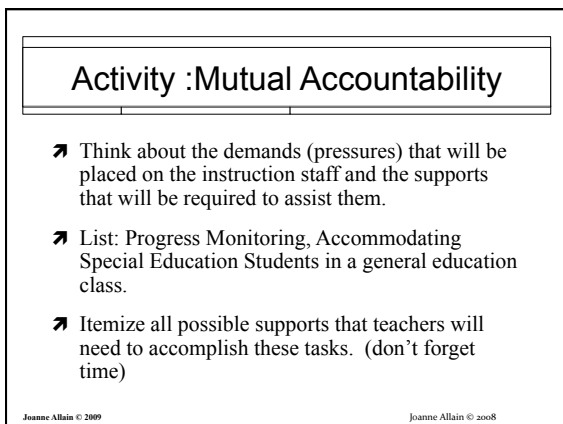


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Assessment Systems

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Nine Characteristics of Assessment in a Multi-tiered System

- Directly assess progress toward standards based skills
- Assess critical components that demonstrate that students are moving toward their target goals.
- Choose assessments that will show small increments of growth over time.
- Can be administered efficiently over short periods of time.

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NASDSE, 2007

Nine Characteristics of Assessment in a Multi-tiered System

- Can be administered repeatedly with varied forms.
- Data results are teacher friendly
- Can be used to compare results across students
- Can be used to monitor individual student growth
- Are directly related to the development of instruction in targeted areas of need.

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NASDSE, 2007

Types of Data and Assessment

- **Cut Points**
 - State testing data can be used to determine a cut point. For example, all students who have not passed the state test will be screened for intervention.
 - Benchmark assessments can also be used to determine who should be screened.
- **Screening**
 - Norm referenced tests that provide information on literacy or math skills. Administered 3 times per year to determine growth or lack thereof.
 - All K-2 students should receive screening instruments
 - Kindergarten students might be screened upon entry.
- **Progress Monitoring**
 - Ongoing assessment: content based measures or benchmark measures.
 - Show student growth toward specific content and goals

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Logistical Considerations

- The assessment focus depends on the grade level:
 - Grades K-3: phonemic awareness, phonics, fluency, vocabulary, comprehension
 - Grades 4-12: fluency and comprehension
- Is the assessment administered in whole group or individual settings?
- Is the assessment easy to administer, score, and analyze?
- Is the information from assessment useful to class instruction?

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Activity: Student Data

- Discuss the assessments you currently use now.
- Determine which assessments you currently have that could be used for cut points, universal screening, diagnostic and progress monitoring.
- Don't forget to include assessments that are part of any curriculum or intervention you are using.
- Think about the time, management and logistics of administration, data input, collection, analysis and response.
- Identify areas of need.

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Accountability Reports

Student progress data is not valid unless we tie it to teacher progress.

- Complete data reporting 3 times a year after screening assessments and benchmark assessments.
 - Progress monitoring is continuous
- Analysis of growth or lack of growth.
 - Not just the what but the why
 - Identifying areas of success and areas of need



**INVESTIGATE THE
SCOPE OF THE
PROBLEM.**

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A Problem Solving Process: DPIE

Bender and Shores, 2007

- **D:** Define the problem and possible causes
 - Collect data from inside and outside the classroom
- **P:** Plan an intervention
 - Academic and/or behavioral
 - Set a target goal for the student
 - Develop a timeline (6 to 12 weeks)
- **I:** Implement the intervention as designed
 - Monitor the intervention on a weekly basis to determine ongoing student response.
- **E:** Evaluate progress
 - Did the student respond? Next steps.

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Bender & Shores, 2007)

Accountability Report

- Report on the implementation of your designed tiered instruction. Is it being taught as designed?
 - Have teachers received adequate training and support?
 - Are content and strategies taught as designed?
 - Do teachers make adjustments based on progress monitoring data?
 - Do teachers have meeting time to analyze and respond to data?
 - Do teachers need more support?
 - Is the teacher "a good fit" for the tier he/she is teaching?
- School/grade/tier/teacher response plans
 - What is the response to the accountability report?

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Activity: Designing Accountability Reports

- Discuss accountability reports with your team
- Consider:
 - How many times per year?
 - What information/data will you require?
 - By class, grade, tier
 - How will the report be analyzed, shared, and responded to?
 - The reports are submitted to _____
 - Deadline for reports _____
 - Do you have or need a data reporting systems so that all data can be viewed in the same format.
 - What do you already do and what needs do you have?

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The Timeline

Do not try to do all aspects of RtI immediately—identify several of the most critical elements and implement them effectively adding on other elements and growing the model and framework over time.

Vaughn & Waznek, 2007

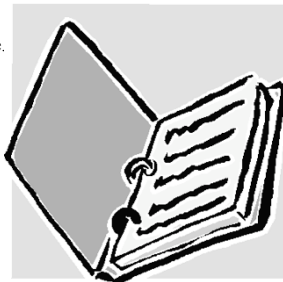


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The RtI Operations Manual

- Articulate every decision, procedure and policy to ensure clarity and coherence.
- The handbook is an operations manual.
 - Who
 - What
 - When
 - Where
 - How
 - Why



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Improvement is a Process

“Improvement is a process, not an event. Schools don’t suddenly “get better” and meet their performance targets. Schools build capacity by generating internal accountability--greater agreement and coherence on expectations for teachers and students--and then by working their way through problems of instructional practice at ever-increasing levels of complexity and demand.

(Elmore, 2004)

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Questions/Comments



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The End and the Beginning! ↗



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